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## Book Reviews

*H. Jurenka, Römische Lyriker.* Zweite verbesserte Auflage, besorgt von J. MESK. I, Text; II, Kommentar. Leipzig und Berlin: Teubner, 1912.

This edition of selected poems of Catullus, Tibullus, and Propertius is intended for the upper classes of the German secondary schools, and might be adapted to the use of American colleges, with additions from Ovid. The separation of text from commentary is a good concession to the needs of the classroom. The Latin poems are accompanied by appropriate selections from the Greek lyrical poets so that the student is able to compare Catullus with Sappho, Tibullus with Mimmermus and Bacchylides; Pindar, Alcman, Theognis, and the Anacreontics are also scattered through the text. The commentary is very limited in scope, and serves only the immediate needs of the student; it is obviously intended simply to assist in extensive reading pupils who will study intensively other classical writers. This plan of rapid reading outside the classroom might be developed in the first two years of our college work, though American publishers are perhaps not so ready to supply texts and commentary for such purposes. Even as part of the regular course an anthology of lyric poetry is very much needed; the *Harvard Selections*, if more generally known, would meet the requirements of our college instruction more readily than the *Römische Lyriker*.

H. W. P.

THE UNIVERSITY OF CHICAGO

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*Aids to Latin Prose Composition, Designed for Use in the First and Second Years of College.* By JAMES A. KLEIST, S.J. New York: Schwarz, Kirwin & Fuss.

This little book might have been entitled "Studies and Exercises in Latin Idiom." It is not a textbook in Latin composition in the usual sense. It does not develop Latin syntax, systematically or unsystematically. It is not cumulative, every lesson being independent of every other lesson. It deals with the differences between the Latin and the English way of saying things. Part I, forty-three lessons, is entitled, "Parts of Speech;" Part II, nineteen lessons, "Structure of Sentences."

The typical lesson opens with a group of sentences, chiefly from Caesar and Cicero, illustrating a given Latin idiom and translated into idiomatic English. A general statement of the principle follows. A group of untranslated Latin sentences and one of English sentences afford practice. The Latin exercises are disconnected fragments from classical sources. Under the heading

"Vocabulary" we find the definition of an occasional phrase. The book contains no further vocabularies. A number of lessons, especially in the second part of the book, have copious illustrative material but no exercises.

Apart from any use of the book for composition purposes, such a collection of the most characteristic Latin forms of expression with their idiomatic English equivalents should be serviceable for drill and reference in connection with undergraduate Latin reading-courses.

WARREN S. GORDIS

CHAPEL HILL, N.C.

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*The Rhodes Scholarships.* By GEORGE R. PARKIN, C.M.G. New York: Houghton Mifflin Co. Pp. x+250. \$2.00.

Any book concerning the Rhodes scholarships must be of interest to teachers of the classics, because a study of the classics is a prerequisite for a scholarship; this book should be of unusual interest because it has been written by men who have been most intimately connected with the Rhodes scholarships from their inception. Dr. George R. Parkin has for the past ten years been the organizing secretary of the Rhodes Trust. This book has been written by him, with the exception of two chapters written by Mr. F. J. Wylie, the resident Oxford secretary, who represents the Rhodes Trust and the University and Colleges on one hand, and the Rhodes scholars on the other. These men, then, are the best qualified to speak with authority on this subject; and we should naturally expect an excellent and interesting book as the result of their efforts. A perusal of *The Rhodes Scholarships* does not disappoint our expectations. The book is made up of the following chapters: i (pp. 1-83), "The Founder": a short sketch of the life and aims of Cecil John Rhodes; ii (pp. 84-103), "The Will": that part of the will which deals directly with the scholarships is quoted and the "idea" of Mr. Rhodes is elucidated; iii (pp. 104-13), "The University and the Colleges": this chapter deals chiefly with the attitude assumed by the University and Colleges toward Mr. Rhodes' "idea," and with the efforts on the part of Oxford to aid his plan; iv (pp. 114-28), "Methods of Selection": an explanation of the various methods used to select the scholars in the various states and colonies; v (pp. 129-37), "Age Limits and Collegiate Standing": this chapter deals especially with the question of advanced standing at Oxford; vi (pp. 138-80), "The University System": a chapter contributed by Mr. F. J. Wylie, a brief but adequate résumé of what Oxford offers in different lines of study, degrees to be obtained, and the mention of a few of the prizes and scholarships open to each student; vii (pp. 181-208), "The Social Side of Oxford Life": another chapter by Mr. Wylie, containing excellent advice for the Oxford Freshman, on a number of difficulties which he must early encounter; viii (pp. 209-23), "Oxford and the Empire—America—Germany": this is Dr. Parkin's favorite subject—next to the Rhodes scholarships; it is regrettable that the chapter is so brief; ix (pp.